

## Race to the Top

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### **Primary Contact**

1.a) FIRST AND LAST NAME of the primary contact person for the Race to the Top grant request. This person will also be responsible for program implementation and serve as the contact person for the Intermediate Unit administering the grant award.

Dr. Roberta DiLorenzo

1.b) TITLE/ROLE of primary contact person.

Superintendent

1.c) PHONE NUMBER of primary contact person (format xxx-xxx-xxxx).

7242235112

Extension, if applicable.

1.d) EMAIL ADDRESS of primary contact person.

dilorenzo@washington.k12.pa.us

## **Professional Development Plan**

### **Goal**

The goal of the Race to the Top Phase 3 LEA Grant Program is for participating entities to adopt and implement Pennsylvania's Educator Effectiveness Instrument and to use the evaluation process and results to inform local decisions regarding professional development and staff retention in support of student achievement.

### **Activities**

To achieve this goal, grant awardees will participate in the following:

#### **2) Professional Development on Educator Effectiveness Instrument (Supervisors)**

All supervisors who contribute to staff evaluation (i.e., principals and superintendents/central office staff) must attend professional development on the instrument specific to their positions, if applicable, and the staff positions they will be evaluating.

The Pennsylvania Department of Education (PDE) has partnered with Pennsylvania Intermediate Units (PAIU) to provide this professional development regionally; however, grant awardees have the flexibility to select another provider with the condition that the professional development proffered is aligned to the same, or a comparably rigorous, model for educator evaluation. PDE is using the Danielson Framework for instrumentation.

In the tables below, indicate who will participate in this professional development and when. For Principals, select the School Level that best describes the participant(s) identified. Add a row for each participant or cohort of participants by Category (Provider, Instrument, and School Level) and Time Period during which the participant(s) will attend the professional development.

**INCLUDE ALL SUPERINTENDENTS, CENTRAL OFFICE STAFF, AND PRINCIPALS REQUIRED TO PARTICIPATE IN THE PROFESSIONAL DEVELOPMENT, NOT JUST THOSE WHOSE PROFESSIONAL DEVELOPMENT COSTS WILL BE COVERED (WHOLLY OR IN PART) BY THE RACE TO THE TOP FUNDING.**

#### **2.a) Superintendents & Central Office Staff**

Provider	PD Focus	# of Participants	Time Period
IU	Principal Instrument	2	2012/2013
IU	Teacher Instrument	2	2012/2013
IU	Specialist Instrument	2	2012/2013

If you selected 'Other' above, identify your professional development provider:

#### **2.b) Principals**

Provider	PD Focus	# of Participants	Participants' School Level	Time Period

IU	Principal Instrument	2	Elementary	2012/2013
IU	Teacher Instrument	2	Elementary	2012/2013
IU	Specialist Instrument	2	Elementary	2012/2013
IU	Principal Instrument	1	Middle/Junior High	2012/2013
IU	Teacher Instrument	1	Middle/Junior High	2012/2013
IU	Specialist Instrument	1	Middle/Junior High	2012/2013
IU	Principal Instrument	2	Senior High	2012/2013
IU	Teacher Instrument	2	Senior High	2012/2013
IU	Specialist Instrument	2	Senior High	2012/2013

If you selected 'Other' above, please identify your professional development provider:

#### **Asynchronous Inter-Rater Reliability Training for Supervisors**

**Please Note: In addition to the IU/Other Provider professional development above, all supervisors must complete inter-rater reliability training to receive certification prior to using the Educator Effectiveness Instrument to evaluate staff performance. PDE has partnered with Teachscape to develop this asynchronous training module that will be available on [www.pdesas.org](http://www.pdesas.org) starting 2012/2013.**

#### **3) Local Professional Development on Educator Effectiveness Instruments**

**Staff who are evaluated but do not contribute to the evaluation of other staff (i.e., teachers and specialists) may attend professional development provided by the IU, another qualified provider, or the district/charter; or, in lieu of facilitated professional development, they may complete specific asynchronous modules available on [www.pdesas.org](http://www.pdesas.org) starting 2012/2013.**

**In the table below, indicate how and when teachers and specialists will receive professional development on the Educator Effectiveness Instrument relevant to their positions. INCLUDE ALL TEACHERS AND SPECIALISTS REQUIRED TO PARTICIPATE IN THE PROFESSIONAL DEVELOPMENT, NOT JUST THOSE WHOSE PROFESSIONAL DEVELOPMENT COSTS WILL BE COVERED (WHOLLY OR IN PART) BY THE RACE TO THE TOP FUNDING.**

**For school-based Teachers and Specialists, select the Grade Level that best describes the participant(s) identified. Add a row for each participant or cohort of participants by Category (Provider, Role, and Grade Level) and Time Period during which the participant(s) will attend the professional development.**

Provider	# of Participants	Participants' Role	Participants' School Level	Time Period
SAS Modules	34	Teacher	Elementary	2012/2013
SAS Modules	2	Specialist	Elementary	2012/2013
SAS Modules	9	Teacher	Middle/Junior High	2012/2013
SAS Modules	2	Specialist	Middle/Junior High	2012/2013
SAS Modules	20	Teacher	Senior High	2012/2013
SAS Modules	5	Specialist	Senior High	2012/2013
SAS Modules	20	Teacher	Senior High	2013/2014
SAS Modules	9	Teacher	Middle/Junior High	2013/2014

If you indicated 'Other' above, please identify your professional development provider:

**To ensure a complete and consistent understanding of the process, teachers and specialists should complete the professional development or modules prior to being evaluated using the Educator Effectiveness Instrument.**

**Performance Measures**

4) By participating in this grant program, you agree to meet or exceed the following performance measures:

☒ Agree

**End of SCHOOL YEAR 2012/2013 Performance Measures**

**PRINCIPALS:** 50% percent will be trained on the Educator Effectiveness Instrument (teacher rubric). 25% percent will be trained on the Educator Effectiveness Instrument (specialist rubric). 25% percent will be trained on the Educator Effectiveness Instrument (principal rubric).

**TEACHERS:** 50% percent will be trained on the Educator Effectiveness Instrument (teacher rubric). 10% percent will be evaluated using the Educator Effectiveness Instrument.

**SPECIALISTS:** 25% percent will be trained on the Educator Effectiveness Instrument (specialist rubric).

**SUPERINTENDENTS/CENTRAL OFFICE STAFF:** 25% percent will be trained on the Educator Effectiveness Instrument (principal rubric).

**ALL EDUCATORS:** 10% percent will be using the professional development modules associated with the Educator Effectiveness Instrument within the SAS portal.

**End of SCHOOL YEAR 2013/2014 Performance Measures**

**PRINCIPALS:** 100% percent will be trained on the Educator Effectiveness Instrument (teacher rubric). 50% percent will be trained on the Educator Effectiveness Instrument (specialist rubric). 50% percent will be trained on the Educator Effectiveness Instrument (principal rubric). 10% percent will be evaluated using the Educator Effectiveness Instrument.

**TEACHERS:** 100% percent will be trained on the Educator Effectiveness Instrument (teacher rubric). 50% percent will be evaluated using the Educator Effectiveness Instrument.

**SPECIALISTS:** 50% percent will be trained on the Educator Effectiveness Instrument (specialist rubric). 10% percent will be evaluated using the Educator Effectiveness Instrument.

**SUPERINTENDENTS/CENTRAL OFFICE STAFF:** 50% percent will be trained on the Educator Effectiveness Instrument (principal rubric).

**ALL EDUCATORS:** 30% percent will be using the professional development modules associated with the Educator Effectiveness Instrument within the SAS portal.

**End of SCHOOL YEAR 2014/2015 Performance Measures**

**PRINCIPALS:** 75% percent will be trained on the Educator Effectiveness Instrument (specialist rubric). 75% percent will be trained on the Educator Effectiveness Instrument (principal rubric). 50% percent will be evaluated using the Educator Effectiveness Instrument.

**TEACHERS:** 100% percent will be evaluated using the Educator Effectiveness Instrument.

**SPECIALISTS: 75% percent will be trained on the Educator Effectiveness Instrument (specialist rubric). 50% percent will be evaluated using the Educator Effectiveness Instrument.**

**SUPERINTENDENTS/CENTRAL OFFICE STAFF: 75% percent will be trained on the Educator Effectiveness Instrument (principal rubric).**

**ALL EDUCATORS: 50% percent will be using the professional development modules associated with the Educator Effectiveness Instrument within the SAS portal.**

## **Plan Development & Supports**

### **5) Approach**

Describe briefly your rationale for determining how and when each cohort will be trained (your Activities under Professional Development Plan). Reference any sources of data or other factors (e.g., contract agreements, professional development schedules) used to inform your decisions.

In order to train and build capacity we identified the initial group to include Core teachers and curriculum leaders across levels. This is a total of 72 teachers. Training will be delivered during the work day so substitutes will be required. We find that teaming the teachers with others in their level is the more effective, efficient use of time and generates better results in terms of concept and skill acquisition much like cooperative learning. This transcends beyond the day of training and initiates conversation at subsequent team and/or grade level or department meetings. This also builds on our K-12 summits that we initiated years ago in order to facilitate curriculum revision and textbook adoptions which require K-12 collaboration. Our professional development focuses on in depth curriculum mapping, Common Cores, Technology integration, data analysis, and Response to Instruction and Intervention.

### **6) Stakeholder Involvement**

Describe briefly your process for stakeholder communications and for ensuring school/district-wide support for your adoption and implementation of the Educator Effectiveness Instrument.

We work in concert with our EA annually to review and revise our teacher evaluation components. Principals are required to formally review the evaluation procedures, forms, expectations, etc. during the first month of every school year. In addition, administrators also review PA's professional code of conduct. All professional personnel have a personal copy of our Evaluation of Professional Personnel notebook which includes requirements, indicators for each evaluation area, forms, surveys and the code of conduct and any other relevant info. The District has trained administrators in effective teacher evaluation methods and views credible, research based evaluation the major responsibility of administrators.

### **7) Professional Development Alignment**

Describe briefly your plans for aligning other professional development to the evaluation instrumentation to ensure a systemic approach to educator effectiveness.

Our 3 year teacher induction program is mandatory and aligned to the Danielson Framework, so all teachers are already familiar with the areas outlined in the evaluation instrument. Data informed decision making that drives instruction has, and continues to be one of our main initiatives. Alignment of our current curriculum to the common core standards across all levels is a main priority for future professional development. These 3 areas of focus will be aligned to the evaluation instrument to create a fully integrated system. Curriculum and instruction are inherent components of teacher evaluation/ training. Our continuous improvement model requires us to consistently review, revise and improve.

## **Alignment to ARRA Priorities**

### **8) How will adopting and implementing the Educator Effectiveness Instrument...**

8.a) Improve educator effectiveness in your schools and result in all of your schools having highly qualified teachers?

Our continuous improvement model requires us to consistently review, revise and improve. The Educator Effectiveness Instrument better documents all that is required to become a highly qualified teacher. contractually, HQ is certified. Locally, we expanded that definition to include specific performance indicators. This instrument serves to even further delineate the model of a highly qualified effective teacher.

8.b) Guide you in providing intensive supports and effective interventions in schools that need them the most, thereby improving achievement in low-performing schools?

It is widely recognized that effective teachers have a great influence over the improvement of student achievement and learning, and effective principals have a critical role in promoting system capacity for successful learning and teaching. The Educator Effectiveness Instrument will give us greater data to determine where, and what are the areas of greatest need among staff. This will allow us to design specialized professional development and coaching to give intensive support and intervention to those teachers who need them most. This in turn will improve student achievement.

8.c) Enhance your collection and use of data to improve student learning and college and career-readiness?

Data collecting, analyzing, and informing instruction is a top priority district-wide. Teacher observations include principal walk-throughs and much time has been spent training principals in 'look-fors.' This Effectiveness Instrument will enhance the program we currently have in place and give principals definitive data to use when designing individual teacher professional development. Effective teachers, teaching with Common Core aligned curriculum that employs research-proven methods and 21st century skills will, in turn, improve student learning and post-secondary readiness. In addition, this instrument will assist in placing teachers in the areas where they can be most effective in reaching the student population they will best be able to serve.

8.d) Assist in your progress toward the adoption and implementation of PA Common Core standards, advance your performance in assessments, and enrich teaching and learning particularly in STEM (Science, Technology, Engineering, and Mathematics) education?

Delivering an effective Curriculum and providing quality instruction are the core components of our evaluation system. This allows the integration of all reform initiatives and supports the implementation of a 21st Century delivery.



**Evaluation Participation**

9) In order to improve the Educator Effectiveness Instrument, professional development, and resources, as well as evaluate the efficacy of the overall program, your Intermediate Unit will be collecting information via multiple means. By participating in this grant program, you agree to participate in all related data collections.

☒ Agree

**Budget Detail**

<b>Budget Function</b>	<b>Budget Object</b>	<b>Amount</b>	<b>Description</b>
1000 - Instruction	100 - Salaries	27500.00	Substitutes for 69 teachers to attend four (4) trainings and contractual stipends for after school and/or summer sessions with core teachers and curriculum leaders.
1000 - Instruction	200 - Benefits	5858.00	Benefits for substitutes for teachers to attend four (4) trainings
1000 - Instruction	500 - Other Purchased Services	2500.00	Travel for 72 teachers to attend Teacher Effectiveness Trainings
1000 - Instruction	500 - Other Purchased Services	500.00	Travel for 5 principals to attend mandatory Teacher Effectiveness Instrument Training Sessions
1000 - Instruction	500 - Other Purchased Services	200.00	Travel for superintendent to attend mandatory Teacher Effectiveness Instrument Training Sessions
1000 - Instruction	600 - Supplies	6000.00	Increase wireless access points to including main areas of elementary, jr/sr high and central office buildings. That will allow for ease of in-class data collection, and/or documentation and record evaluation instrument. This includes shipping
1000 - Instruction	300 - Purchased Professional and Technical Services	9000.00	On site trainers and/or consultants and off site training costs.

**SUMMARY BUDGET  
FISCAL YEAR 2012 - 2013**

**ENTITY NAME:** Washington SD

Original

Refer to fiscal guidelines and grants manual for explanation of budget categories. ALL AMOUNTS MUST BE ROUNDED TO THE NEAREST DOLLAR. AN ACCOMPANYING DETAILED BUDGET MAY BE REQUIRED.

Cost Function	Description Of Functions	100 Salaries	200 Benefits	300 Purchased Professional & Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues Fees	700 Property	Total
1000	Instruction	27,500.00	5,858.00	9,000.00	0.00	3,200.00	6,000.00	0.00	51,558.00
1692	Tutor Training	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2100	Pupil Personnel Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2200	Staff Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2300	Administrative Support/Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2400	Health Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2500	Business Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2600	Operation Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2700	Student Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2800	Central Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2900	Other Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3100	Food Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3300	Community Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Column Totals		\$27,500.00	\$5,858.00	\$9,000.00	\$0.00	\$3,200.00	\$6,000.00	\$0.00	Sub Total \$51,558.00
						Approved Indirect Cost/Operational Rate: <u>0.0000</u> (CF 5000:OBJ 900)			0.00
						Pass Through Funds (If Applicable) (CF 2990: OBJ 899)			0.00
									\$51,558.00

Local Matching Funds - (Not applicable to Special Education programs.)

Object Code	100	200	300	400	500	600	700	900	Total
LOCAL MATCH	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

**Agency Name** Washington SD

**(PDE USE ONLY) Contract #**

**PROGRAM YEAR** 2012 - 2013

**Application Narrative**

**Race to the Top**